

**INFLUENCE OF WORKING CONDITIONS ON PUBLIC PRIMARY
SCHOOLS TEACHERS' MOTIVATION IN MASWA DISTRICT COUNCIL,
TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2023

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled; “The influence of working conditions on public primary schools teachers’ motivation in Maswa District Council, Tanzania.” in partial fulfillment of the requirements for the degree of Master of Monitoring and Evaluation of the Open University of Tanzania.

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Dr. Zamzam I. Nyandara

(Supervisor)

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Date

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DECLARATION

I, **Jackson Majura** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my beloved wife Helieth Isaac for her moral support, encouragement and prayers which have been instrumental to the success of my study. It is also dedicated to my daughters and my mother Helena Mkito for their dedication and their unlimited support throughout the study.

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Special thanks go to the Almighty God who gave me strength to do this study as He helped me overcome many obstacles including the challenge of distributing my work time and this study. I would also like to pour my sincere heartfelt appreciation to my beloved wife Helieth Isaac for being so nice and allow me to spend most of their time in pursuing this study. I would like to give special thanks to my daughters Noela Jackson, Nelea Jackson, Helen Jackson and the whole family for their tolerance when I was out for this work. It was not easy for real.

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ABSTRACT

The study examined the influence of working conditions on public primary schools teachers' motivation in Maswa District Council, in Tanzania. Specifically, the study examined the working condition of primary school teachers, the working motivation of primary school teachers, and the influence of working condition to their working motivation. Data were collected through questionnaire survey and semi-structured interviews. Qualitative data were coded and transcribed and subsequently analyzed, with regard to quantitative data: both descriptive and inferential analysis was done including the Correlation analysis and Chi –Square Test which was adopted to measure the association between working condition and working motivation. The findings revealed that the salary paid was not enough to meet basic needs. In one hand, the number of the staff houses was not proportional to the number of teachers in some school while some other primary schools did not have any staff house. It was also found out that all teachers participated in decision making about the school progress/affairs. Nevertheless, this study established that there was no association between working conditions and working motivations, because even though the working conditions were not satisfactory, teachers were motivated to work. This suggests that, security of tenure has impact on teachers working condition. However, through correlation analysis, the study recognized that there were correlation between working conditions and working motivation.

Keywords: *public primary schools, primary schools teachers' motivation working conditions,*

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LIST OF ABBREVIATIONS

DEO	District Education Officer
HSESE	House of Commons Educational and Skills Committee
ILO	International Labor Organization
NCES	National Center for Education Statistic
SPSS	Statistical Package for Social Sciences
TGTS	Tanzania Government Teachers Scale
TTCL	Tanzania Telecommunication Cooperation
UNESCO	United Nations Education n Science and Cultural Organization
URT	United Republic of Tanzania
WEO	Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Chapter Overview

This chapter consists of background of the problem, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and definition of terms.

1.2 Background of the Problem

Working conditions refers to the working environment and aspects of an employee's terms and conditions of employment. This covers matters like, the organization of work activities, training, skills, employability, health, safety, well-being, working time, and work-life balance (Bennel & Mukyanuzi, 2005).

On the other hands, motivation can be defined as the “willingness to exert and maintain an effort towards organizational goals”. It develops in individuals as a result of the interaction between individuals organizational and cultural determinants (Franco *et al*, 2002). Motivation is categorized into two categories namely; extrinsic and intrinsic motivations. Extrinsic motivation refers to external rewards given to individuals as a result of the accomplishment of certain goals and can usually be done through monetary considerations such as; bonuses, incentives, and promotions. While intrinsic motivation refers to feeling of getting the job well done thus, the activity is the motivation itself (Revenio Jalagat Jr, 2016).

Working conditions are the demands, environment, and job terms that influence teachers' working motivation (Spacey, 2018). The law in many jurisdictions defines a minimum set of working conditions that employers must provide. These include

hygiene factors, health, safety, responsibility, accountability, workload, work schedule, occupational stress, work-life balance, commuting, travel, autonomy, organizational culture, performance management, job security, and employment terms (Spacey, 2018). Improving working conditions of teachers in all levels of education is regarded as essential goal towards universal primary education (URT, 2003). Even if the policy makers realize the dominant role of teachers towards education, the working conditions of educators have not yet been improved expressively (Sumra, 2012). A special international Conference organized cooperatively by UNESCO and ILO in Paris in 1966 emphasized the interdependence between the status of teachers and the status of education. Since then, the serious role of teachers in improving the quality of education has been recognized in most educational reforms so as to improve their working motivation (Sumra, 2012).

According to (URT, 2003), the working conditions and working motivation of primary school teachers in terms of housing, workload, as well as the adequacy of school and classroom facilities are in higher percentages. Good school facilities and standard teaching-learning environments are considered important for teachers' working motivation (McGuffey, 1982). Corcoran, Walker, & White (1988) describe that a poor working environment and substandard school facilities influence teachers' effectiveness and arouse their morale in working or assuming their responsibilities.

According to Mushi, (2009; Nieuwenhuis, (1996); Osaki, (2007) the problem of poor working conditions among teachers, especially in rural areas, has existed since the late 1960s. In the late 1960s and the early 1970s, the Tanzanian government established more primary and secondary schools, but it did not have enough funds to support the

schools (Osaki, 2007). Since then, teachers' working conditions like poor teaching-learning environment, hygiene factors, health and safety, responsibility and accountability, workload, work schedule, occupational stress, autonomy, organization culture, performance management, job security, and employment term prevail (Spacey, 2018). This situation therefore is an obstacle or a problem to teachers' working motivation in public primary schools. Teachers working in rural areas are the mostly affected by the problem of working conditions (Kitta, 2004).

Working environment is essential to motivate workers. According to Raziqa and Maulabakhsha (2014), working environment consists of safety to employees, job security, good relations with co-workers, recognition for good performance, motivation for performing well and participation in the decision making process of the firm. They further elaborated that once employees realize that the firm considers them important, they will have high level of commitment and a sense of ownership for their organization. Shattuck, (2008) argued that financial rewards, career development, continuing education, resource availability, management, and recognition/ appreciation are core factors in low income contexts. Conducive environment increase good performance of workers in any organization, as such, good working environment increases employee trustworthiness, level of commitment, efficiency and effectiveness, productivity, and also develops a sense of ownership among employees that finally increases organizational effectiveness as well as reduces prohibit costs that might emerge as a result of dissatisfied employees (Raziqa and Maulabakhsha, 2014).

Workers who are more satisfied with their jobs are more committed to their organizations. This means that improving job satisfaction, organizational commitment

and job performance requires enhancing intrinsic motivation, job satisfaction (Hayati and Caniago, 2022). Lack of employee motivation is among of the severe challenges facing various employees in many organizations.

1.3 Statement of the Problem

Teachers in public primary schools are faced with poor working conditions especially in rural areas, low salaries, low teaching scales, lack of promotions, and shortage of houses for teachers. These poor working conditions incapacitate the ability of teachers to manage their living and eventually demotivate them to teach effectively and implement other responsibilities that enable students to learn effectively. As a result, poor working conditions and low motivations impair the ability of teachers to teach. Failure of teachers to teach due to poor working conditions and low motivations adversely affects the learning process of students. This may lead to a big number of pupils in primary schools to fail in national examinations and their academic performances in school to dwindle dramatically (Davidson, 2007; Mushi, 2009; Osaki, 2005). Despite various plans that have been designed by Tanzanian Government to improve teachers' working conditions and motivate teachers, the problem still exists. In most cases, the government fails to reduce this problem due to financial constraints and lack of concern among the educational practitioners (Mabula, 2012).

Many studies on working conditions done in Tanzania (Mushi, 2009; Nieuwenhuis, 1996; Osaki, 2007) have dealt with motivation of teachers but they have hardly shown how working conditions influence teachers' working motivation. To fill this knowledge gap, the present study therefore investigated how working conditions influence teachers' working motivation in Maswa District Council public primary schools and

how working conditions and teachers' working motivation affected teaching, learning of pupils, and their academic performance.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to investigate the influence of working conditions on teachers' working motivation in Maswa District Council public primary schools.

1.5 Specific Objectives

The study was guided by the following specific objectives:

- i. Examine the working condition of primary school teachers in Maswa District;
- ii. Determine the working motivation of primary school teachers in Maswa District;
and
- iii. Examine the influence of working condition to their working motivation in Maswa District.

1.6 Research Questions

- i. What was the working condition of primary school teachers in Maswa District?
- ii. What was the working motivation of primary school teachers in Maswa District?
- iii. How did their working condition contribute to their working motivation in Maswa District?

1.7 Significance of the Study

The study is useful for scholars in building up the body of knowledge by contributing to knowledge acquisition for academicians when undertaking further studies in the related

field. To them, this study provides evidence and becomes a reference for related materials. The study further helps government employers in building better grounds for improved firm performance. Furthermore, the study intended to contribute much to the policy makers on how to endorse good policies related to the working conditions and motivation to teachers towards provision of quality services by the teachers in Primary Schools. Moreover, the study intended to inform the employees about their potentialities of judging and identifying the best employer by looking at working conditions and motivational packages offered in a particular firm.

1.8 Scope of the Study

The investigation is limited to Maswa District Council. There are many primary school teachers' practices, but just two were discussed: working conditions and working motivation, and there observed at in terms of what were the working conditions of primary school teachers? What were the working motivations of the primary school teachers, and how do the working conditions influence the working motivations. Primary school teachers were the intended target audience. The study's main purpose was to improve findings on the influence of working conditions on public primary schools teachers' motivation.

1.9 Limitation

The limitations that the researcher faced during the study were majorly reluctance by the respondents to fill the questionnaire due to fear of victimization for such information given. The research overcame this by the help of an authorization letter from the open university of Tanzania that indicated that the information was purely for academic purposes.

1.10 Delimitation of the study

The study was confined to cover primary school teachers in Maswa District, Tanzania. The level to which this study can be applied in other primary school teachers to other districts in the region and other parts of the country will require confirmation by further research as this study only focused on influence of working conditions on public primary schools teachers' motivation.

1.11 Definition of Key Terms

This study mainly confined itself into two variables: working conditions which covers working time, load and schedule; participation in decision making; security of job, wage and salary. The other variable was teachers' working motivation which deals with how teachers are creative; committed, punctual and attendance in their day to day activities at school. Working motivation in this study means some motives that lead to the job satisfaction and hence improve the teachers' performance in their duties and responsibilities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature in line with the specific objectives of this study. Specifically, it discusses working conditions of teachers; working motivation of teachers; the contribution of working conditions of teachers' working motivation, research gap and Conceptual framework;

2.2 Working Condition of Teachers

The necessity of prioritizing working condition of teachers in educational systems cannot be overemphasized. Among the strategies for action that will contribute directly to an improvement of the quality of education is a sustained investment in the professional development of teachers and the improvement of their working conditions. The status of teachers and the status of education are closely related (ILO, 2018). In order to enable teachers to carry out their work adequately, the following measures need to be taken; attracting a sufficient number of able and motivated people to the teaching profession; provision of basic facilities in classrooms, adequate equipment, learning materials and supplies and maintenance of school buildings; reasonable and manageable class sizes or the implementation of alternative staffing patterns. For example, teacher-aides; provision of adequate supervision and support for teachers by training supervisors, setting up accountability mechanisms and organizing group-learning schemes for teachers and supervisors; involving teachers in the development and reform of educational policies and programme (ILO, 2018). In this study working conditions

means working time, load and schedule, participation in decision making, security of job and wage and salary.

2.3 Working Motivation of Teachers

If teachers are motivated, their commitment can be high in responsibilities they are assigned to do and they can feel personally fulfilled and comfortable in their teaching roles (Shonje, 2016). They will not easily turnover/leave their employers whether voluntarily or otherwise.

A report by House of Commons Educational and Skills Committee (HCESC) (2004) showed that many teachers in Britain were resigning from their posts, most had expressed a desire to leave the profession over the next five years and recruitment had declined dramatically. Further, the report notes that teachers are said to leave service citing dissatisfaction on the pay and working conditions (Shonje, 2016). However, in many developing countries and particularly in Africa, employment policy in general and specifically the education employment policy have long taken into account the need to satisfy teachers' needs and to satisfy the workers (Werner & Desimone, 2006). Onu, Madukwe and Agwu (2005) examined factors affecting teachers' motivation of field extension workers in Enugu State Agricultural Department Program in Nigeria using a sample of 43 extension staff randomly selected across three agricultural zones. The field extension workers indicated low level of motivation with their job content and conditions of service and work.

Nyagaya (2015) conducted a study on the factors influencing teacher's motivation in public primary schools in Kayole division, Embakasi sub county, Kenya on 20 public primary schools with 220 respondents using descriptive research design. The study

revealed that remuneration influences positively teachers' level of working motivation. The influence of working motivation on working conditions in this study refers to teachers' creativity, teachers' commitments at work, punctuality and attendance.

2.4 The Contribution of Working Conditions to Teachers' Working Motivation

Teachers are satisfied and get motivated to work when their working conditions are taken into consideration. Poor working conditions may lead to tension and stress among them to be motivated to work (Ohide & Mbogo, 2017). If working conditions are not conducive, hardworking teachers who can find jobs elsewhere leave while mediocre teachers would stay when discussing the relationship between their working conditions, social conditions and productivity. Shann (2001) pointed out that it was established that performance of workers is influenced by the surrounding conditions and by the co-workers. Teachers value physical surroundings that are safe, comfortable, close to home, clean, adequate tools, equipment and buildings that are in good conditions. Halpert (2011) adds that teachers also prefer pleasant working conditions due to their desire for physical comfort and the desire for conditions that facilitate work goals attainment.

Herzberg, Mausner, & Snyderman (2008) listed five factors that are said to influence teachers working motivation and these are; working conditions, company policy and administration, supervision techniques, salary, and interpersonal relations. According to them those factors are referred to as satisfiers when they are good however when they are bad or poor then they are referred to as dissatisfies.

Research conducted in Cyprus by Zembylas (2006) revealed that the teachers' working motivation was associated with poor working conditions. Parasuraman (2009)

conducted a study to identify the work dimension factors that affect job satisfaction of teachers and to ascertain how these factors relate to the aforementioned teachers' characteristics in Tawau, Sabah, Malaysia. A survey was conducted involved 200 teachers. The teachers' working motivation were determined by two separate measures namely overall and facet specific job satisfaction. The work dimension factors were clustered into six comprising pay, working conditions, coworkers, promotion, work, and supervision. This study revealed that secondary school teachers in Tawau, Sabah were generally satisfied with their job.

Additionally, a recent survey of 2000 educators from California found out that 28 percent of teachers who left before retirement indicated that they would go back to employment based on improved working conditions. Monetary incentives were found to be less effective in luring them back (Ingersoll, 2003). Salary affects teacher mobility patterns less than do working conditions, such as facilities, safety, and quality of leadership (Ingersoll, 2003). The teacher retention found that teachers left their schools primarily because of management breakdowns, challenging relationships; between administrators and colleagues, between students and parents, as well as the loss of creativity and control in their classrooms (Ingersoll, 2003).

Teachers working conditions are necessary because they directly affect the effectiveness of teaching (Ladd, 2011). This is due to the fact that teachers do spend much time with students, isolated from their fellow adults, and face qualitative and subjective judgments of effectiveness (Barnabé and Burns, 1994). A study conducted in Ghana graded "working conditions" as the second most important factor of motivation among other

factors including future pension, incentives, opportunities for growth and recognition of work performance (Seniwoliba, 2013).

2.5 Empirical Studies

2.5.1 Global Studies on working Conditions and working Motivation

In Sweden (Toropova and Myrberg, 2021) did a study on Teacher job satisfaction: the importance of school working conditions and teacher characteristics. The main objective was to investigate the relations between teacher job satisfaction, school working conditions and teacher characteristics for eighth grade mathematics teachers. The Study revealed that, teachers with more exposure to professional development and more efficacious teachers tended to have higher levels of job satisfaction. In addition, it was found out that the relationship between the extent of teacher cooperation and job satisfaction was more pronounced for male teachers, while student discipline was more important for job satisfaction of teachers with lower self-efficacy beliefs. Implications for policy are further discussed.

In Oman (Jalagat, 2016) conducted a study on Job Performance, Job Satisfaction, and Motivation: A Critical Review of their Relationship. The main objective of the study is to investigate the relationship between these three variables namely: Job performance, job satisfaction and motivation with the help of theoretical models and literatures. With regards to motivation, results showed that, monetary consideration is by far more important than other motivation strategies which emphasized the aspect of addressing the economic needs of the individuals. However motivation like that of Herzberg had proven that pay is not the sole indicator of employee motivation. Furthermore, it was also proven that job satisfaction; job performance and motivation interact with each

other and functioned interdependently such that the process is circular rather than linear. When job satisfaction and performance is linked with group performance, the outcome revealed that higher job satisfaction leads to higher performance although it is not always the case. Working together is the key to achieve desirable outcomes which means that employees should not be kept in isolation but should be encouraged to work together to effectively achieve the goals and success whether in group or the organization as a whole.

In Pakistan Raziga and Maulabakhsh, (2015) conducted a study on Impact of Working Environment on Job Satisfaction. The objective of this paper was to analyze the impact of working environment on employee job satisfaction. The results indicate a positive relationship between working environment and employee job satisfaction. The study concludes with some brief prospects that the businesses need to realize the importance of good working environment for maximizing the level of job satisfaction.

In Indonesia Hayat and Caniago, (2012) conducted a study focusing on the Role of Intrinsic Motivation, Job Satisfaction, Organizational Commitment and Job Performance. The main objective was the influence of Islamic work ethic on intrinsic motivation, job satisfaction, organizational commitment and job performance. The study showed that the Islamic work ethic had greater effect on intrinsic motivation and organizational commitment than their effects on job satisfaction and job performance. It furthermore, suggested that job satisfaction and intrinsic motivation moderates the relationship of the Islamic work ethics on organizational commitment and job performance.

Additionally, in Nigeria, Zailani, Ibrahimu and Bahago (2017) conducted their research about critical motivational factors for enhancing employee performance. Specifically the study identified and assessed the critical motivational factors that are intrinsic and extrinsic motivational factors. The study concluded that extrinsic motivational factors such as promotion when due, availability of resources and provision of transportation for employees were found to be the most influential factors on performance (Zailani *et al.*, 2020). This study sided more on the extrinsic motivational factors for employees and left the most important one, intrinsic motivational factors for employees.

2.5.2 Studies on working Conditions and working Motivation

In Tanzania Mwijarubi, (2021) conducted a study on the influence of motivational factors on firm's performance taking a case of Sika Tanzania Chemical Construction Limited in Tanzania. The main objective of his study was to assess the influence of motivational factors on firm's performance. The study found out that six motivation packages including salary, transport benefits, medical benefits, extra duty allowance, recognition and training were provided to employees of Sika Tanzania Chemical Construction Limited in Dar es Salaam, Tanzania. It was also revealed that there is statistical significant relationship between the employee motivational packages and firm performance confirmed by overall regression results value ($\beta = -0.143$, $p < 0.05$) which indicates that there is positive relationship between overall employees motivation packages provided by the firm and firm performance. Furthermore, Sika Tanzania Chemical Construction Limited employees suggested for having payment of staff entitlements on time, recognition of good job performers, and improvement of safety

working places. They also suggested the provision of working tools and regular staff meeting and involvement.

In Tanzania, Songstad *et al*, (2011) conducted a study on the determinants of the quality of health services in low-income countries is increasing. The main objective of their study was to explore health workers' experience of working conditions, linked to motivation to work. In their study they revealed that, there was lack of fundamental fairness dominated particular in salary, promotion, recognition of work experience, allocation of allowances and access to training as well as to human resource management. The study also revealed that many health workers lack information or knowledge about factors that influence their working conditions. The study calls for attention to the importance of locating the discourse of unfairness related to working conditions in a broader historical/political context. Tanzanian history has been characterized by an ambiguous and shifting landscape of state regulation, economic reforms, decentralization and emerging democratic sentiments.

In Tanzania Baradyana, (2020) conducted a study on the influence of employees' motivation on the quality of services offered to customers: a case of Tanzania telecommunications corporation (TTCL corporation). Specifically the study examined the influence of employee's motivation on the quality of services delivery to customers at Tanzania Telecommunication Corporation. The study findings pinpointed that; there were various types and level of employee's motivation that enhance the provision of quality customer services at TTCL Corporation. However, training opportunities were the most operational motivational package available at TTCL, others were working condition, decision making and availability of incentives packages. Moreover, most of

the customers were pleased with the quality of services delivered by TTCL. This approves that there was a strong relationship between the corporation and the customers. Additionally, it was noted that, there were various factors that encouraged employees to deliver quality services at TTCL. It was also disclosed most of the motivating elements such as promotion, salary increment, and team work did not motivate the employees. Eventually, the study revealed various factors that contributed to demotivation among the employees at TTCL, these included poor leadership, job insecurity, unrealistic work load, as well as employees feeling undervalued.

2.6 Research Gap

The proposed study has revealed that, the literatures explained deeply on the motivational factors and their relationship with employee's performance. However, little is exposed for the working motivation as the result of the influence of the working condition factors. The groupings of intrinsic and extrinsic motivational factors have been varying across multi-dimensional factors such as country, industry and gender. This study sets out a clear grouping of the motivational factors as applicable in Tanzania and other East African Countries.

2.7 Conceptual Framework

Working conditions in a job greatly determine teachers' motivation in a school. Teachers are concerned with their work conditions for their personal comfort as well as for facilitating efficiency at work (Okumbe, 1998). In this study working condition is determined by working time, work load, working schedule, security of job and housing. Working motivation is determine by teachers' creativity, commitment at work, punctuality and attendance. In brief, the conceptual framework indicates that working

conditions and working motivations when implemented effectively enhance improvement of teaching and learning process.

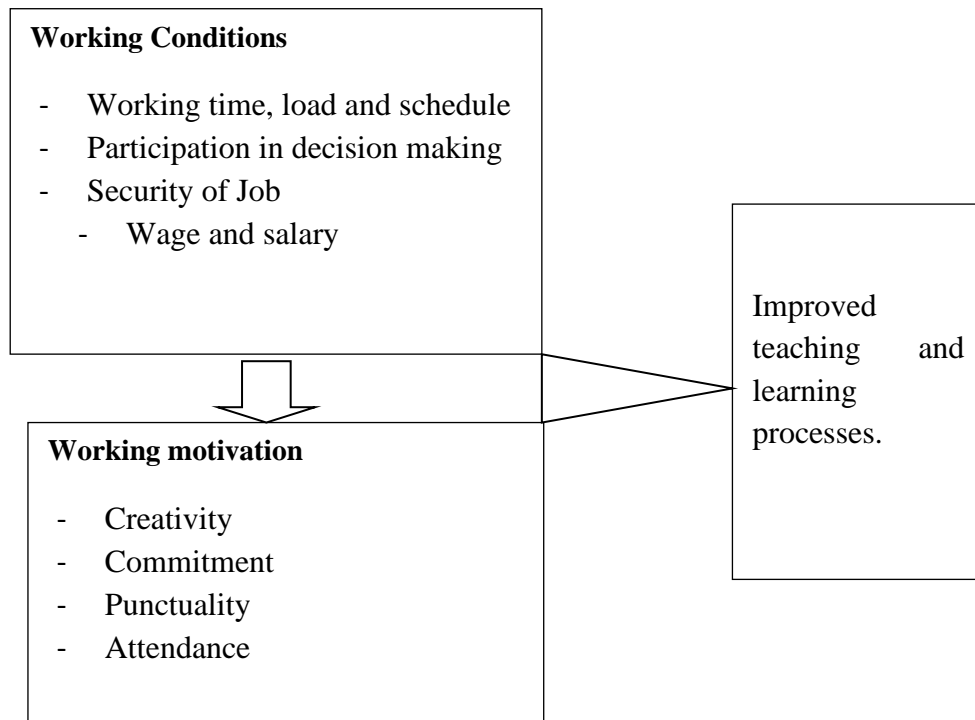


Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter entails such aspects as research approach; research design; target population; study area; sample size and sampling procedures; data collection methods; validity and reliability of data collection instruments; data processing and analysis; as well as research ethical consideration.

3.2 Research Approach

The researcher used a mixed research approach which included both quantitative and qualitative approaches (Creswell, 2009). Using the mixed research approach involved the investigator to employ reports, explanations, and sketches to depict the character of the problem (Creswell, 2009). The qualitative approach made it possible for the researcher to get the picture of the pertinent issues associated with the influence of working condition on teachers' working motivation in public primary schools. The quantitative research approach was adopted because numerical data were obtained through a questionnaire which provided an immediate picture of the phenomena studied by quantifying them.

3.3 Research Design

Kothari (2004) designates research design as the settings for the collection and analysis of data in such a way it lead at correlating the significance of the research goal with the economy at hand. This is both a quantitative and qualitative research design. This study also adopted a descriptive research design in understanding the influence of working

conditions in teachers working motivations. Descriptive research design according to Cooper and Schindler (2003), involved surveying people and recording their responses for analysis.

3.4 Target Population

Target population of this study included public primary school teachers with at least five years of working experiences from Maswa District Council. The District had a total number of 1156 teachers in 132 primary schools.

3.5 Study Area

The study was conducted in Maswa District particularly in primary public schools. Maswa District is found in Simiyu Region. The study was carried out in Primary schools found in the District. This area was selected because the availability of adequate information on working condition and working motivation.

3.6 Sample Size and Sampling Procedures

Kothari (2004) defines sampling as parts selected from collective of the totality made. This involved a process of conducting selection of a sample from population or group of items intended to be studied these include; community, students, certain behavior or any items supposed to be researched for. The matters influencing certain items taken as sampling is whether such sampling could be available units to present the whole population. Respondents in this study population had an equal chance of being selected (Kothari, 2004). Simple random sampling was used to select the primary school teachers of Maswa District. Purposive sampling was used to obtain key informants who constituted District Education Officer (DEO), Ward Education Officer (WEO) and head

teachers. As such, the study used both simple random sampling and purposive technique in picking respondent from the group of teachers. The study applied Simple Random Sampling to obtain the accuracy of relevant data on required time. Simple Random Sampling is the best technique of choosing items to represent others which are not selected. This study engaged sampling technique from the group of teachers. The probability sampling that is simple random sampling without replacement and non-probability sampling that is purposive sampling technique was used to get the respondents.

Random probability sampling technique was adopted due to the fact that each individual was selected randomly and only by chance, in that sense each individual had equal chance of being selected during sampling process. Simple random sampling with no replacement was used for teachers in which the population was more homogenous and thus random sampling was most appropriate. Therefore, every next fourth teacher from the enrolment list was selected.

Another sampling technique that was employed by this study was purposive sampling on which it was used to select key informants who constituted District Education Officer (DEO), Ward Education Officer (WEO) and head teachers who provided valid information relevant to this study.

The district consist of 36 wards, only $\frac{1}{3}$ of the wards which is 12 wards were randomly selected using the lottery method as follows, the name of each ward was written on a piece of undistinguishable papers and one blinded person picked one piece of papers randomly, then opened it and read the name of the of the ward that appeared on the pieces of paper. The practice was repeated until 12 wards were randomly chosen from

36 wards. The 12 wards that were selected had 43 primary schools with a total of 459 teachers.

As the number of teachers was very high, it was thus imperative that the simple and manageable sample size was chosen and limited to the small size which represented the whole population targeted. Therefore, two primary schools were selected from each ward which made 24 primary schools. From each primary school focused on teacher who had experience of five years of teaching. Simple random sampling technique was used to obtain 6 teachers who formed a sample size of 144 respondents.

3.6.1 Respondents' Age, Sex and Years of Experience at Work

The respondents were categorized into three categories namely; age, sex and years of experience working as teachers. The age of respondents ranged from 18 years old to 59 years old (Table 3.1). The teacher's experience in teaching was one of the significant matters that were measured in this study. Table 3.2 shows the years that teachers had experience in teaching. Their experiences range from one year to 30 years and above

Table 3.1: Age and Sex of the Respondents (N=144)

Age of the respondents	Number of teachers	Percentage
18-29	9	6.3
30-39	68	47.2
40-49	55	38.2
50 – 59	12	8.3
Total	144	100
Sex of respondents		
Male	62	43.1
Female	82	56.9
Total	144	100

Table 2.2: Number of Years of Teaching Experience (N=144)

Years of working experience	Number of teachers	Percentage
5	11	7.6
6 – 10	51	35.0
11 – 15	19	13.2
16 – 20	29	20.0
21 – 25	26	18.1
26 – 30	4	2.7
31 and above	5	3.4
Total	144	100

3.7 Data Collection Methods

In this study, data were collected through questionnaires interview, observation and documentary review.

3.7.1 Questionnaire

According to Kothari (2006) when a researcher prepares questions must reflect the study researched for in order to avoid misuse of real information from respondents. In this study questionnaires were used to collect information from 144 teachers. The structure of the questionnaires constituted items with both closed and open-ended items. The questionnaires comprised of mixture items which were required to tick appropriately and the free response (open-ended) questions. In order to simplify understanding and filling, the questionnaires were translated and administered in Kiswahili language. Therefore, in this study all questionnaires which were distributed to the regular staffs were dully filled and obtained for analysis.

3.7.2 Interview

Interviews were used preferably due to their flexibility and ability to generate in-depth information through the use of major general questions, enriched by the use of follow up questions (Bryman, 2012). Interviews were used to tap information from key

informants. By using interview guides the researcher was able to follow up incomplete or unclear responses by asking additional probing questions. During the face-to-face interview sessions with participants responding orally to the researcher assumed the role of the moderator, while avoiding putting words in their mouths. Instead, the participants were left free and given time to decide on what to talk about and to present their views. All interviews were conducted in Kiswahili language despite the free opportunity to use either Kiswahili or English. The interviews lasted for about 15 to 45 minutes and were audio recorded. The interview sessions started after a brief introduction of the study, which followed up by signing the consent forms after the participants had read and willingly agreed to participate in the study.

3.7.3 Observation

Observation guide was used to observe some primary schools, houses built for teachers, The researcher visited the school, the houses, take photos which showed the status of those schools and houses.

3.7.4 Documentary Review

In this study, the researcher sought for documents from the registry offices of teachers in Maswa District. The documents sought were those which were about the teachers' housing. The houses for the teachers were some of the working conditions that lead to working motivations. The researcher also sought the documents based on workload of the teachers. The data collected through the review of documents allowed the researcher to cross check the consistence of data collected through questionnaires.

3.8 Validity and Reliability of Research Instruments

3.8.1 Validity of the Research Instruments

Validity of the research instruments refers to the quality of data gathering instruments procedures, which measure what is supposed to be measured (Kothari, 2009). Researcher ensured validity by constructing questionnaires and interview schedule by considering relevance and themes were guided by the data collection plan.

3.8.2 Reliability of the Research Instruments

Reliability as the degree of consistency and reliability of the result, this definition is according to Best and James (2003). The use of more than two instruments like questionnaires, interviews, observation and documentary reviews helped a researcher to maintain the reliability of collected data. Hence, a researcher conducted a pre-test on the prepared questionnaires to determine their usefulness and reliability to 10 respondents selected through probability and purposive sampling. Pre-testing of the questionnaires enabled the researcher to identify unclear or sensitive questions, this paved a way to the possible adjustments appropriately.

3.9 Data Analysis Procedures

This study used both quantitative and qualitative techniques. Numerical data were analyzed using the Statistical Package for Social Sciences (SPSS) (IBM SPSS statistics version 20) where in, Charts and frequency tables were generated and used to present data from questionnaires. Correlation analysis was adopted to measure the relationship between the working conditions the working motivation. Not only this but also Chi - Square Test was adopted to measure an association between working conditions and working motivation. Correlation analysis was suitable mode because; it measures the

relationship between two variables whether they have positive or negative relationship. Chi square was appropriate model because; it measures the difference between statistically generated expected results and actual results to see if there is a statistical significance between them (Cohen *et al*, 2007). Content analysis was used to analyze quantitative data. Data was analyzed, presented, discussed, and interpreted as per the research objectives.

3.10 Validity and Reliability of the Instruments

3.10.1 Validity of the Instruments

In order to ensure the accuracy of the findings to be obtained, the researcher ensured that the research tools will measure what was supposed to measure by subjecting instruments to a pilot study among 24 primary schools of Maswa District. A pilot study was considerably useful in this study for enhancing improvement of the questions which might be ambiguous and were reshaped to remove the ambiguities.

3.10.2 Reliability of the Instruments

Instruments' reliability in this study was ensured through triangulation of the data. Triangulation refers to the process of combining data sources or techniques such as interviews, documents, and observation in order to understand a research question from various points of view (Ary *et al.*, 2010). Data triangulation was credited for its capability to aid researchers in checking whether data collected from diverse instruments confirm one another. In this study triangulation of the four major data collection methods were employed including interviews and questionnaires. The use of multiple methods of data collection in this study provided the researcher with flexibility in exploring the research questions.

3.11 Research Ethical Consideration

This research applied the following strategies to address ethical matters. The researcher first obtained a letter from the sponsoring University, The Open University of Tanzania to introduce himself to the school management before the commencement of the study. The researcher was careful when constructing data collection instruments. In addition, the researcher assured the respondents that whatever they answered was treated with much confidentiality, anonymity, respecting their consent.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND DISCUSSION

4.1 Overview

This chapter presents the findings and discussion which are in line with the objectives of the study and research questions. The purpose of this chapter is to provide detailed information on the influence of working conditions on public primary schools teachers' motivation in Maswa district council. The chapter is divided into three sections, namely: the working condition of primary school teachers, the working motivation of primary school teachers, and the influence of working condition to their working motivation.

4.2 The Working Conditions of Primary School Teachers

4.2.1 The Number of Teacher in School

The findings revealed that most of the primary schools had few teachers. The number of teachers in a particular school was determined by where the school is located. The primary schools that were located in urban wards had most primary schools teachers, while those located in the rural wards had few primary school teachers. Most of teachers preferred working in urban areas because it was where social services were easily accessed.

For the 10 wards selected from 5 urban and 5 rural wards, the statistics shows that numbers of teachers found in urban wards are 215 equivalents to 19 percentages of all 1142 teachers found Maswa DC.

Whereby for the number of teachers found in rural wards are 96 equivalents to 8 percentages of all 1142 teachers found in Maswa Dc.

Table 4.1: The Number of Teacher in School allocated in urban against rural wards

WARDS IN URBAN AREAS			WARDS IN RURAL AREAS		
Ward Name	Number Of Teachers	Total % of school teachers in urban wards	Ward Name	Number Of Teachers	Total % of school teachers in Rural wards
Nyalikungu	27		Busilili	18	
Shanwa	57		Dakama	12	
Sola	57		Mwabaraturu	14	
Zanzui	30		Kadoto	27	
Malampaka	44		Nguliguli	25	
Total	215/1142	19		96/1142	8

Source: Documents from Maswa Education Office 2022-2023

In this sense some teachers teaching in primary schools located in rural wards were faced with heavier workload compared with those teachers teaching in primary schools located in urban wards, the consequence is teachers became less motivated and hence less efficiency in their daily activities

Studies suggest that a combination of lack of motivation and incentives; attrition; poor recruitment and deployment policy; preference to work in certain areas; lack of opportunity to career development; access to social service such as health care; and teachers' mobility were the factors responsible for inequitable distribution of teachers (Lusingu, 2013).

4.2.2 Salary and wages

The findings showed that, 84.3% of the respondents said the salary paid was not enough to meet basic needs and 15.7% revealed that the salary they were paid was enough to meet their basic needs (Table 4). Similar findings were revealed during the interview that some teachers introduced individual projects that could help them to meet some

needs that could not be met by depending on salary alone. This was made clear by one of the head teachers who narrated that;

The salary I obtain is enough to sustain the needs of my family therefore, what I do is to deal with other projects so as to meet some needs in my family. Personal, out of my job of teaching I am also dealing with Agricultural activities, but others are dealing with livestock keeping, poetry and small business activities (Key informant 3: Oktober, 2022).

This indicates that, most of the teachers were not satisfied with the amount of salary they were paid compared to the rise of the standard of living. The salary they obtained could not satisfy their basic needs and well-being of their families. The act of teachers' focusing on other economic activities might make them loose focus in their responsibilities of teaching pupils and other daily activities, this can lead to poor academic performance of pupils and fail to develop their career. In particular, many experienced the burden of the cost of their children's education as challenging, but also the cost of the construction of adequate housing represents a considerable expense to be covered by the salary they were paid. Sending children to secondary education was raised as a major challenge. Therefore, salary is amongst the motivational packages provided to employees (Mwijarubi, 2021).

Table 4.2: Salary and Wages (N=144)

Enough salary	Frequency	Percentage
Salary is Enough	24	15.7%
Salary is not enough	120	84.3%
Total	144	100

4.2.3 Tanzania Government Teachers' Salary Scale (TGTS)

TGTS is determined by the level of education number of years one has worked as a teacher. The TGTS are categorized into B, C, D, E, F, G, H, I depending on education level and years of experience. Teacher who hold certificate of education their salary

scale range from TGTS B to TGTS G. Those who hold diploma of education range from TGTS C to TGTS H and teachers with degrees of education their scale range from TGTS D to I. In this study it was found that, the TGTS ranged from B to G. As such, it was revealed that 40% of teachers were in category TGTS C, followed by TGTS F who was 19.3% of the respondents. It was further found out that 15.7% were under TGTS E, 12.9% were in TGTS D, 6.4% TGTS G and 5.7% were in TGTS B (Table, 5).

As it has been explained previously the salary scale is determined by the number of years of working experience and the level of education. This indicates that the majority of respondents were either holding diploma of education or they were those who held certificate education but they were promoted from TGTS B to TGTS C. The study also revealed that 6.4% reached the scale of TGTS G, most of these were those who were almost about to retire since they were about 50 years old and above as indicated in Table 4.1, that 8.6% of the respondents were aged between 50 to 59 years old. Their experience in serving as teachers and education levels led them to the promotion in different scales until they reached their peak that is TGTS G. The workers were placed on the government salary scale according to their formal qualifications and through promotion an employee moves upwards to the next level on the salary scale Songstad *et al*, (2011).

The study farther found out that the most of the respondents 82.8% were not satisfied with the salary scale (TGTS) and 17.1% were satisfied with the TGTS category (Table 5). During the interview with Key informants it was found out that satisfaction depended on individuals number of responsibilities that one has but in real sense the salary was not enough as it was clarified by one of the key informant that;

...the salary does not satisfy all necessary needs of the family. The basic issue: the government should revise the salary scale to let it match with the inflation. Salary scale in most cases is determined by the level of TGTS that one have (Key Informant 1: October, 2022).

This means, majority of the respondents were eager to see they were promoted to the next levels of the TGTS. Being promoted from lower level of TGTS to higher level of TGTS makes the increment of salary. Most of teachers with high experience had undergone further education different from the previous level, would like to be promoted in time to the next level of TSTG. Although most of teachers met the criteria, yet they were not promoted to the next TGTS in time. Delay in such promotion left teachers demotivated in their responsibilities. As such some studies showed that scheduled salaries for teachers usually increase with education and experience (NCES, 2012).

Table 4.3: Salary Scale TGTS (N=144)

Levels of TGTS	Frequency	Percentage
TGTS B	8	5.7
TGTS C	57	40.0
TGTS D	19	12.9
TGTS E	23	15.7
TGTS F	28	19.3
TGTS G	9	6.4
Total	144	100
TGTS satisfaction		
Were satisfied with the level of TGTS	26	17.3
They were not satisfied with the level of TGTS	118	82.7
Total	144	100

4.2.4 Availability of Staff Houses in Primary Schools

Table 6 shows the number of the staff houses available in primary schools. The study pinpointed that 15.0 % of the respondents noted that the schools where they were teaching did not have staff houses, while 77.1% of respondents disclosed that the

primary schools where they were teaching had at least 1 to 5 staff houses of which only few of them lived in and 7.9% of the respondents revealed that the primary schools they were teaching had at least 6 to 10 staff houses. It was farther found out that there was a scarcity of teachers' houses in some schools and in some of them there was no single house. Due to this fact the majority of teachers had to rent houses for living. In this case some houses were located very far away from the school surroundings; teachers had to travel a long distance going to their job. This was narrated by one of the key informant who said;

The government should have a policy of building staff houses in all primary schools in order to motivate teachers. All teachers in this school live out of school campus, most of us live a distance of one kilometer or more from where the school is located, in this sense therefore, we do spend much time travelling from home to school.

Nevertheless, another interview emphasized on scarcity of staff houses of primary school teachers. Most teachers would like to live in staff houses but houses *were* not proportional to the number of teachers. *“Teachers live far away from school campus, this is because the staff houses are not enough, only can accommodate some few teachers.”* This implies that staff houses were not the preference of the government in implementing the education policy. Most of teachers had to depend on renting houses rather than living in a school houses. Most of the schools that had houses were located in rural area, but even if some schools in rural areas had staff house, yet the staff houses were not proportional to the number of teachers who were in those primary schools. Similar to this matter, Mohamed, (2017) in his study observed that there was a big challenge of adequate primary school teachers' houses. In that case, the district council officers encouraged teachers to rent houses nearby schools or build their own houses

around the schools.

Table 4.4: The Number of Staff Houses Found in Primary Schools (N=144)

The range of staff houses per school	The number of teachers' houses in accordance to the range	Percentage
The school had no house	22	15.0
1 – 5 houses	110	77.1
6 – 10 houses	12	7.9
Total	144	100

4.2.5 Teachers' Working Conditions

4.2.5.1 Working Hours

Basing on likert scale most of the teachers agreed that they worked for eight hours and not more than eight hours. The teacher's responses was that 30.7% of them agreed on the statement that stated that the working time was fixed to eight hours and it was observed by all teachers while 55.7% of teachers strongly agreed on the same statement. It was also found out that 39.3% of teachers disagreed that the work load was not beyond 40 hours per week and 20% of teachers strongly disagreed with the same statement. Some teachers i.e. 30% agreed that the workload was heavy enough for them to get tedious, fatigue and stressed and 29.9% of teachers strongly agreed that the workload was heavy enough for them to get tedious, fatigue and stressed, while 31.4% disagreed with the statement.

It was further revealed that 25.7% of teachers agreed with the statement that the workload schedule was set clear and was satisfactory, and 56.4 strongly agreed on the same statement. This implied that time was fixed as per labour law that was eight hours per day and 40 hours per week and teachers observed it. However, some teachers experienced heavy workload within the fixed time i.e. Eight hours per day. The heaviness of the workload in the study area is determined by the proportionality

between the number of teachers in a school and a number of pupils in schools. One of the studies revealed that there was lack of parity between salary and workload. For example workers do more work than what they are paid for Songstad et al, (2011). According to Vijaya, (2017) the effect of huge workload translates into lower performance levels and in turn contribute to low morale and high employee turnover in an organization.

4.2.5.2 Job Security

With regard to the job security 27.1% of teachers agreed that security of job was higher according to the labour law, and 35.7% of teachers strongly agreed on the same statement. This means, most of teachers felt secured to their job as long as they were employed by the government; therefore job security was not be a challenge to them. Eventually, in his study Vijayan (2017) noted that job security is a major factor which leads to high employee turnover in companies around the world.

4.2.5.3 Participation in Decision Making and Daily Attendance

On the issue of decision making, the study found out that 37.1% of teachers agreed that they participated in decision making about the school progress or affairs. Further, 38.6% of teachers strongly agreed that all teachers participated in decision making about the school progress or affairs. This implied that the aspect of teachers' involvement in decision making was considered to be very important in the study area. However, it is not a common phenomenon everywhere for all teachers to have chances of participating in decision making, as in some schools the decision is made from the top. In this sense, scholars pinpointed that teachers were participating less in decision making because all decisions were made from the top (Elimiliki, 2021).

The study farther found out that the attendance of teachers was adequate due to the facts that 47.1% of teachers disagreed with the statement that the attendance of teachers in their day to day activities was not satisfactory, and 39.9 of teachers strongly disagreed with the same statement. The act of effective attendance in schools is demanded by Labor Law as part of the commitment of teachers in the development of the primary school. On the contrary, Jalagat (2016) in his study on companies found out that job satisfaction positively influenced the company's absenteeism rate. In this sense if workers are not satisfied with their job may cause absenteeism of which can increase poor performance of workers.

Table 4.5: Working Conditions (N=144)

Statement	Agree %	Strongly agree %	Undecided %	Disagree %	Strongly disagree %
The working time is fixed to eight hours and it is observed by all teachers	30.7	55.7	3.6	7.1	2.9
The working time is more than eight hours	34.3	24.3	6.4	21.4	13.6
The work load is not beyond 40 hours per week	16.4	14.3	10.0	39.3	20.0
The workload is more than 40 hours per week	22.9	17.9	10.7	37.9	10.7
The workload is heavy enough for me to get tedious, fatigue, and stressed	30.0	22.9	9.3	31.4	6.4
The workload schedule is set clear and is satisfactory	25.7	56.4	6.4	7.1	4.3
The security of job is higher according to the labour law	27.1	35.7	9.3	16.4	11.4
This school has enough houses to accommodate all teachers of this school	3.6	5.0	2.1	42.1	47.1
All teachers participate in decision making about school progress/affairs	37.1	38.6	5.7	10.7	7.9
All teachers do not participate in decision making about school progress/affairs	14.3	6.4	2.9	40.0	36.4
The attendance of teachers in their day to day activities is not satisfactory	7.9	8.6	3.6	47.1	32.9

4.3 The Working Motivation of Primary School Teachers

4.3.1 Teachers Working Motivations

There were number aspects of working motivations that were identified in the study area. As such, the working motivations were teachers' creativity basing on their carrier, commitment to their work, punctuality in their daily activities and teachers attendance in their daily activities. The study exposed that 37.1% of teachers agreed with the statement that teachers were creative basing on their carrier, and 52.9% of teachers

strongly agreed with creativity of teachers basing on their carrier. Creativity is an important action to teachers; teachers are required to be creative basing on their career in order to keep education and learning live. Due to this, teachers grow in their career and this becomes beneficial to the pupils who are taught by the teacher. As such, employers who value their employees as assets will gauge their impending requirements by way of provision of pension, motivating them to grow in their career and also fostering a conducive environment for career growth (Vijayan, 2017).

The findings further revealed that 30% of respondents supported the statement that teachers were committed to their work while 53.6 percent strongly agreed with the statement that teachers were committed to their work. With regard to teachers punctuality in their daily activities the findings disclosed that 36.4% of respondents agreed with the statement that teachers were punctual to their daily activities, and 54.3% of respondents strongly agreed with the statement about teachers' punctuality. The implication here was commitment and punctuality were observed by most of teachers. Most of the teachers knew their duties and responsibilities that why they committed to their daily activities and punctuality in their duties. One of the scholar argued that in some cases satisfactory and better salary affected the commitment of the employees at a work place (Baradyana, 2020).

Concerning teachers' attendance to their day to day activities it was disclosed that 35.0% of respondents agreed and 58.6 of respondents, strongly disagreed with the statement that teachers had good attendance into their day today activities. This indicated that daily attendance was one of the responsibilities of teachers. They had to attend to the work place i.e. at schools to facilitate pupils in the whole process of

imparting knowledge. Some unsatisfied teachers did engage with other activities outside their work and hence that affected their school attendance. Studies showed that employees who were satisfied with the company/institution where they work with were less likely to commit absences than those that were who not satisfied (Jalagat, 2016).

Table 4.6: Teachers working motivations (N=144)

Statement	Agree	Strongly agree	Undecided	Disagree	Strongly disagree
Teachers are creative basing on their carrier	37.1	52.8	4.3	2.9	2.9
The teachers are not creative basing on their career	5.7	3.6	10.0	32.9	47.8
Teachers are committed to their work	30.0	53.6	5.7	2.9	7.8
Teachers are not committed to their work	4.3	7.8	7.9	32.1	47.9
Teachers are punctual to their daily activities	36.4	54.3	4.3	1.4	3.6
Teachers are not punctual to their daily activities	0.7	3.6	14.3	38.6	42.8
Teachers have good attendance to their day today activities	35.0	58.5	3.6	0.0	2.9
Teachers do not have good attendance of their day today activities	1.4	0.7	7.2	32.1	58.6

4.4 The Influence of Working Condition to the Working Motivation

4.4.1 Correlation Statistics for Working Conditions and Working Motivations

Pearson product correlation of the working time were fixed to 8 hours and teachers creativity basin on their career found to be very low positive and statistically significant ($r = 309$, $P < 0.01$). This showed that the increase in working hours would lead to low creativity of teachers basing on their career. The correlation between the working time fixed to 8 hours and teachers commitment to their work were found to be low positive and statistically significant ($r = 466$, $P < 0.01$). The correlation between the working

time fixed to 8 hours and teachers punctuality to their daily activities was low positive and statistically significant ($r = 358$, $P < 0.01$). The correlation between the heaviness of the load and teachers creativity basing on their carriers was found to be low positive and statistically significant ($r = 380$, $P < 0.01$). The correlation between the heaviness of the load and teachers' commitment at their work was found to have low negative and statistically significant ($r = -175$, $P < 0.01$). The correlation between heaviness of load and teachers punctuality at their work was negative and statistically significance ($r = -126$, $P < 0.01$).

The correlation between the workload to be more than 40 hours per week and teacher creativity basing on their careers was markedly low and Negligible Positive correlation and statistically significant ($r = 0.025$, $P < 0.01$). The correlation between job security and commitment was markedly low and had Negligible Positive correlation and statistically significant ($r = 0.012$, $P < 0.01$). The correlation between the job security and teachers' punctuality at their daily activities was found to be very low which positive and statistically significant ($r = 0.198$, $P < 0.01$). The correlation between teachers participation in decision making about school affairs and teachers commitment and their work had positive correlation and statistically significant ($r = 0.452$, $P < 0.01$). The correlation between teachers participation in decision making about school affairs and teachers commitment and teacher punctuality to their daily activities had positive correlation and statistically significant ($r = 0.460$, $P < 0.01$).

Table 4.7: Correlation Statistics for Working Conditions and Working Motivations

	The working time is fixed to 8 hours	The workload is heavy enough	Work load is more than 40 hours per week	The work schedule is set clear	The security of job is higher	Enough houses for teachers	Teachers participate in decision making.	The attendance of teachers	Teachers are creative basing on their career	Teachers are committed to their work	Teachers' punctual	Teachers have good attendance
The working time is fixed to 8 hours	1.000											
The workload is heavy enough	-.278**	1.000										
The work load is more than 40 hours per week	-.510**	.587**	1.000									
The work schedule is set clear and observed by teachers	.387**	-.194*	-.429**	1.000								
The security of job is higher according to the labour law	0.042	-.422**	-.368**	.612**	1.000							
This school has enough houses to accommodate teachers	-0.003	0.155	.184*	-.237**	-.235**	1.000						
All teachers participate in decision making.	.706**	-.395**	-.617**	.544**	.434**	-0.076	1.000					
The attendance of teachers in their day to day activities	-.617**	.183*	.465**	-.296**	-.167*	0.137	-.486**	1.000				
Teachers are creative basing on their career	.309**	.380**	0.025	.364**	-0.032	-0.091	.289**	-.531**	1.000			
Teachers are committed to their work	.466**	-.175*	-.203*	-0.036	0.012	0.102	.452**	-.505**	.528**	1.000		
Teachers are punctual to their daily activities	.358**	-0.126	-.0143	.323**	.198	.242**	.460**	-.425**	.583**	.691**	1.000	
Teachers have good attendance	.310**	.186*	-0.034	.516**	0.060	-0.027	.269**	-.366**	.738**	.393**	.806**	1.000

4.4.2 Relationship Between Teaching Environment and Teachers' Creativity

The results from analysis of data on the relationship between teaching environment and teachers creativity basing on the career revealed that the association was not statistically significantly related ($\chi^2 = 2.791$, P-value = 0.591) (Table, 9). This means creativity of teachers did not depend on the working environment. Creativity is an effort of an individual teacher to change with time and environment. If teachers are not creative in the classroom they will get stack; teachers have to be willing to change and look at things differently (Flander, 2019). Pupils can be attracted by the teachers who are creative.

Table 4.8: The Relationship between Teaching Environment and Teachers' creativity

Teaching environment as a motivation	Teachers creativity Based on the Carrier				
	Motivate Creativity Counts %	Do not motivate creativity Counts%	Total Counts %	df	χ^2 (P – value)
Yes	77 (76.5)	8 (8.4)	85 (84.9)	4	0.591
No	49 (49.5)	6 (5.6)	55 (55.0)		
Total	128 (128.0)	16 (16.0)	144 (144.0)		

4.4.3 Relationship Between Teaching Environment and Teachers' Attendance

The results from Table 10 show the relationship between teaching environment and teachers' attendance to their daily activities. The P- value was greater than 0.05 as indicated in the model, hence the relationship was not statistically significant ($\chi^2 = 3.811$, P-value = 0.283). This means that the working environment did not affect teachers' attendance to their day to day activities. Teachers attended to their daily duties as per labour law no matter how hard were the environment. In this sense

teachers were so much aware about their duties and responsibilities, that they performed their duties to meet the school and government expectations. Despite the difficulties, they had to impart knowledge to pupils without missing attending their duties of teaching. Yue and Peirolo, (2021) in their study noted that teachers' absenteeism constitutes a significant barrier to achieving quality education in many low-and middle-income countries globally, where teachers' school absence rates range from 3% to 27%. Good attendance of teachers is beneficial to pupils who go to school to acquire knowledge of which teachers impart to them, and ultimately good academic performance of pupils.

Table 4.9: The Association Between Teaching Environment and Teachers' Attendance

Teaching Environment Motivate Teachers Attendance	Teachers attendance to their day today Activities				
	Yes	No	Total Counts %	df	χ^2 (P – value)
Motivate good attendance	80 (80.5)	54 (52.3)	85 (85.0)	3	0.283
Do not motivate Good Attendance	6 (5.4)	9 (9.1)	55 (55.0)		
Total	133 (133.0)	11 (11.0)	144 (144.0)		

4.4.4 Association Between Teachers' Satisfaction with (TGTS) and Teachers' Commitment to Work

Table 10 shows the analysis of the association between teachers' satisfaction with (TGTS) and their commitment to work. The results indicated that the association was not statistically significant ($\chi^2 = 2.258$, P-value = 0.972). This indicated that teachers' commitment to their job was not determined by the level of TGTS. They were committed to work because some of them like the jobs, and other were committed because it was their employment and a source of income; therefore, they

had to show their ability to teach. However, the salaries of teachers needed to be restructured in order to meet the standard of living. It is through promotion to higher level of TGTS that teachers became more motivated and has higher level of commitment to their duties all the time, due to the facts that higher TGTS meant increment of salary, which reduces some expenses and stresses that were associated with hardship of life among teachers. Studies revealed that where employees are better remunerated would live better standards of life and would work hard because they would have less stress while employee with poor remuneration they are likely to be more stressed especially on how to overcome their daily life challenge (Baradyana, 2020).

4.4.5 Relationship Between Heavy Workload and Teachers' Commitment to their Work

The findings in Table 10 show the relationship between heavy workload and teachers' commitment to their work. The respondents in the study area revealed that, the association was not statistically significantly related ($\chi^2 = 1.259$, P-value = 0.868). This means, the heavy work load did not influence commitment of teachers to their duties and responsibilities. The heavy work load was a challenge but did not affect their commitment in their daily activities. Hayati and Caniago, (2012) noted that those who were more satisfied with their jobs and performed job better. However, workload can be a result of certain constraints like; time pressure, shortage of adequate and timely help, inadequate resources to accomplish a task, inefficient co-workers and role conflicts. (Vijayan, 2017). It is necessary to maintain the

workload which is set in labour laws, and extra workload should be paid extra payment, but heavy workload should not be too much.

4.4.6 Relationship Between Healthy/Assurance of Work and Commitment at Work

The results from Table 10 show the relationship between healthy, assurance of work and commitment to work. The P- value was greater than 0.05 as indicated in the model, hence the relationship was not statistically significant ($\chi^2 = 1.594$, P-value = 0.810). Despite the fact that they were assured of their health and job security, but that was not the reason for committing themselves to their daily activities, instead they were did so as part of their responsibility. Scholars postulated that stress about job security was a major contributor to both physical and psychological ill health (Vijayan, 2017). Job security is vital to workers, when job security is adequate the workers become highly motivated.

Table 4.10: The Relationship Between Working Conditions and Working Motivations

Teachers satisfaction with Tanzania Government Teachers Scale (TGTS)	Relationship Between Working Conditions and Working Motivations				
	Motivate teachers' commitment Counts %	Do not motivate teachers' commitment Counts%	Total Counts %	df	χ^2 (P – value)
Yes	22 (20.2)	4 (4.0)	24 (24.0)	8	0.972
No	96 (96.1)	21 (19.5)	116 (116.0)		
Total	119 (117)	25 (23.0)	144 (144)		
The workload is heavy enough for a teacher to get tedious, fatigue, and stressed					
Yes	62 (61.8)	14 (12.1)	74 (74.0)	8	0.868
No	59 (55.2)	20 (10.9)	66 (66.0)		
Total	121 (121.0)	23 (23.0)	144 (144)		
Do you feel healthily and assured at your work					
Yes	96 (94.4)	19 (18.6)	113 (113.0)	4	0.810
No	23 (22.6)	6 (4.4)	27 (27.0)		
Total	25 (23.0)	119 (119)	144 (144)		

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendation of the study. Each of the categories is based on the specific objectives of the study, which examined the working condition of primary school teachers; determine the motivation of primary school teachers and the influence of working condition to their working motivation. The chapter also suggests the areas for further studies.

5.1 Summary

Working conditions refers to the working environment and aspects of an employee's terms and conditions of employment. Motivation can be defined as the willingness to exert and maintain an effort towards organizational goals. According to (URT, 2003), the working conditions and working motivation of primary school teachers in terms of housing, workload, as well as the adequacy of school and classroom facilities are in higher percentages. Poor working conditions and low motivations impair the ability of teachers to teach. Failure of teachers to teach due to poor working conditions and low motivations adversely affects the learning process of students. The study focused on three objectives namely, the working condition of primary school teachers, the working motivation of primary school teachers, and the influence of working condition to their working motivation. The sample size of 144 respondents was obtained through simple random sampling. Data were collected through questionnaire survey and semi-structured interviews. Qualitative data were coded and transcribed and subsequently analyzed, with regard to quantitative data: both descriptive and inferential analysis was done including the Correlation analysis

and Chi –Square Test which was adopted to measure the association between working condition and working motivation.

5.1.1 The Working Conditions of Primary School Teachers

With regard to the number of teacher in each primary school, most of the primary schools in Maswa District had few teachers. The number of teachers in a particular school was determined by where the school was located. The primary schools that were located in urban areas had many primary schools teachers, while those located in the rural area had few primary school teachers. Teaching was done by the teachers with the aim to get good salary so as to sustain their lives. However, most of the teachers were not satisfied with the amount of salary they were paid compared to the rise of the standard of living. The salary they obtained could not satisfy the basic needs and well-being of their families. Hence, they had to think for other alternatives of generating income. On the other hand, majority of the respondents were eager to be promoted to the next levels of the TGTS. The promotion from one level of TGTS to another level of TGTS leads to the increase of one's salary.

Focusing on teacher housing/accommodation, in Maswa District there were scarcity of teachers' houses in some schools and in some of the primary schools there was no single house for teachers. Due to that fact, the majority of teachers had to rent houses for living.

According to the labour law, the working time is eight hours per day or 40 hours per week and teachers observed it. However, some teachers experienced heavy workload within the fixed time they worked that is eight hours per day.

5.1.2 The Working Motivation of Primary School Teachers

Teachers are required to be creative in their career in order to keep education and learning live. Further, teachers grow in their career and this becomes beneficial to the pupils who are taught by them. Nevertheless, commitment and punctuality were observed by most of teachers. Most of the teachers knew their duties and responsibilities and that is why they observed commitment to their daily activities and punctuality to their duties.

5.1.3 The Influence of Working Condition on Teachers Working Motivation

There was a correlation between working conditions and working motivations in all aspects. There were both positive and negative correlation that ranged from low to markedly low and negligible positive/negative.

Creativity of teachers did not depend on the working environment. Creativity was an effort of an individual teacher to change with time and environment. The association between the working environment and teacher's attendance was that the working environment did not affect teachers' attendance to their day to day activities. Teachers attended to their daily duties as per labour law no matter how hard were the environment

Primary school teachers' commitment to their job was not determined by the level of TGTS. They were committed to work because some of them liked the jobs, and others were committed because it was their employment and a source of income. Therefore, they had to show their ability of teaching. On the other hand, the heavy work load did not influence commitment of teachers to their duties and

responsibilities. The heavy work load was a challenge but did not affect their commitment in their daily activities.

5.2 Conclusions

5.2.1 Working Conditions of Primary school Teachers

The working conditions which includes salary and wages, security of jobs, participation in decision making and working time and load have been analysed in chapter four. Focusing on the salary of teachers; the salary paid to teachers was not satisfactory. It is a common phenomenon to workers of different sectors whether public or private sector that their salary always are not enough to meet the expectations of the workers particularly in sustaining the well-being of their families. However, when the salary becomes low for a number of years without increment, the situation and life of workers becomes very hard. The salary has to increase as long as the standard of living rises, if not, workers are affected by inflation.

Job security is essential to all workers. When workers are assured that their jobs are secured the institution grow and perform well. Job security leads to good performance of workers and perform well by actualizing their potentialities in decision making about the school's affairs. This makes teachers feel that they are recognized and valued by the school administration hence they become part and parcel of the decision makers in areas such as the school assembly, school board and in other school affairs. Focusing on working hours and work load, if teachers are working within the specified hours it could encourage them to work hard. However, if the time is more than the working hours and the work load is more than normal,

then extra payment/incentives are needed. But heavy workload must not be frequently provided.

5.2.2 Teaching Motivation of Primary School Teachers

Creativity is essential to all teachers because it makes teachers improve their career. Pupils love the lesson when they are taught by the teachers who are creative. Nevertheless, teachers' commitment was necessary, as long as they preferred the good academic performance of their pupils. Thus, to fulfil that they had to be committed in performing their duties and responsibilities. Less commitment means poor performance of pupils. Teachers' commitment to their duties and responsibilities go hand in hand with good attendance and punctuality in performing duties.

5.2.3 The Influence of Working Conditions to their Working Motivation

Correlation between working conditions and working motivation with both positive and negative significance depends on which aspect correlate with other aspect. On the other hand, the relationship between working conditions and working motivations was statically not significant in all aspects. In that sense working conditions did not influence the working motivation. Each category was independent. The working conditions had their own independent roles; likewise the working motivation had its own roles to primary school teachers.

5.3 Recommendations

5.3.1 Working conditions of primary school teachers

- The Government should improve teachers' salaries and TGTS so as to match with standards of living which can lead them to overcome some challenges in

their families. For example, help them to build their own houses and pay school fees for their children at the same time provide basic needs to the families.

- The Government should make sure that all primary schools have enough staff houses in order to accommodate all teachers and avoid unnecessary challenges that might be encountered by teachers when they stay in a rented house.

5.3.2 Working Motivation

- The Government should motivate teachers by providing some incentives and promoting them when necessary. Motivations lead to teachers' growth in their career. It encourages teachers' commitment on their duties as well as teachers' good attendance and punctuality.

5.3.3 Influence of working conditions to their working motivation

- The Government should improve the teaching environment of some schools in order to encourage teachers who might be working in unattractive environment.
- The teachers' workload should be in accordance to labour laws. In case there is more work, then allowances should be provided because extra payments to extra working hours or workload encourage workers to perform well in their duties.

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APPENDICES

Appendix i: Questionnaire for Teachers

This study is seeking your opinion about the influence of working conditions on teachers' working motivation in Maswa District Council public primary schools. Your responses will contribute to an important research work, which will help the management on how to improve working conditions and motivations of primary school teachers. Can you please answer all questions? The information given will be treated confidential.

Section A: Background Information of Respondents

Name of the school

Sex: Male.....Female.....

Age:

Section B

1. How many teachers are you in that particular school?
2. When were you employed to work as a teacher? Year
3. How long have you been working as as teacher?

(A) Is this school your first work station?

- Yes
- No

(B) If no, which schools have you ever worked at?

(C) Are working conditions of this school the same or different from other schools you worked at?

1. Do you enjoy being a teacher?

Yes. If yes why?

No. If no. why?

2. Does the school teaching environment motivate you to work?. Yes..... No.....

3. Do you feel healthy and secured at your work?.....

(A) How is your workload?

Simple. How?

Heavy. How?

(B) Is your workload heavy enough for you to get tedious, fatigue, and stressed?

Yes

No.....

8. Is your school in rural or urban?

9. (A) How many staff houses are there in your school?

(B) Are houses available proportional to the number of teachers available in your school?

(C) Did the school management give you a house to reside?

Yes

No

(D) Have you rented a house you are residing?

Yes

No.....

(E) What is the condition of the house you are residing?.....

(F) Are you satisfied with the condition of the house you are residing?

Yes

No

(G) Where are you residing?

In campus

Off campus

(H) How far is it from the school?

10. (A) Are you satisfied with salary you are earning per month?

(B) Is the salary you are earning enough to meet your basic needs?

(C) Do you think the salary you are earning is equivalent to the work you are doing?

11. (A) What allowances are you earning?

(B) Do you think allowances you are earning are equivalent to the work you are doing?

12. (A) In which teaching scale are you now?

(B) Do you think you deserve to be in that particular teaching scale you have been positioned?

(C) Are you satisfied with that particular teaching scale?

(D) Is your teaching scale equivalent to your work experience?

(E) Is your teaching scale equivalent to salary you are earning?

13. (A) Have you ever been promoted since you were employed?

Yes

No

(B) When was your last time to be promoted?

(C) Is your promotion equivalent to your work experience?

Section B: Likert Scale

i. The working condition of primary school teachers in Maswa District

S/N	Statements	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
i	The working time is fixed to 8 hour and it is observed by all teachers					
ii	The working time is more than 8 hours					
iii	The work load is not beyond 40 hours per week.					
iv	The workload is heavy enough for me to get tedious, fatigue, and stressed?					
v	The work load is more than 40 hours.					
vi	The work schedule is set clear and is satisfactory					
vii	The security of job is higher according to the labour law.					
viii	This school has enough houses to accommodate all teachers of this school.					
ix	All teachers participate in decision making about the school progress.					

x	All teachers do not participate in decision making about school progress.					
xi	The attendance of teachers in their day to day activities is not satisfactory					

ii. The working motivation of primary school teachers in Maswa District.

S/N	Statements	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
i	Teachers are creative basing on their career.					
ii	Teachers are not creative basing on their career.					
iii	Teachers are committed to their work					
iv	Teachers are not committed to their work					
v	Teachers are punctual to their daily activities					
vi	Teachers are not punctual to their daily activities					
vii	Teachers have good attendance to their day today activities					
viii	Teachers do not have good attendance to their day today activities					

Appendix ii: Interview guide for teachers

- i. Which working conditions if provided would motivate you to work effectively?
- ii. What do you think the government should do for you with regard to working conditions?
- iii. Which motivations should be provided to you as a teacher that can make you comfortable to work effectively?
- iv. How do you think the working conditions can contribute to working motivation?
- v. Which working conditions have you ever provided with the school management or government?
- vi. Which working motivations are missing in your work place?

How are you treated by the school and council management at work?

- i. What employment terms make you desperate at work? How is your work schedule per week?

Appendix iii: Observation Guide

SN.	Items observed
1.	Infrastructure <ol style="list-style-type: none"> i. Primary school staff houses ii. Primary schools' classrooms
2	Teachers attendance and punctuality <ol style="list-style-type: none"> i. Attendance book ii. Time signed in the attendance book

Appendix iv: Research Clearance letter



Ref. No OUT/ PG201802179

10th October, 2022

Regional Administrative Secretary,
Simiyu Region,
P.O Box 4,
SIMIYU.

Dear Regional Administrative Secretary,

RE: RESEARCH CLEARANCE FOR MR.JACKSON MAJURA, REG NO: PG201802179

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Jackson Majura, Reg. No: PG201802179** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled **"The Influence of Working Conditions on Public Primary School Teachers' Motivation in Maswa District Council"**. He will collect his data at Maswa District Council in Simiyu Region from 11th October to 11th November, 2022.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Magreth S. Bushesha

Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**

Appendix v: Research permit letter

(82)

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA SIMIYU
Anwaniya Simu: "REGCOM"
Simu Na: 028-2700011/2700054
Nukushi: 028-2700168
Barua Pepe: ras@simiyu.go.tz
Unapojibu tafadhali taja:



OFISI YA MKUU WA MKOA,
MKOA WA SIMIYU,
56 BARABARA YA SIMIYU,
S.L.P.4,
39180-SIMIYU.

15 Oktoba , 2022

Kumb Na. BA.233/271/01H/88

Mkurugenzi Mtendaji,
S. L. P 170,
Halmashauri ya Wilaya,
MASWA.

Kuh: KIBALI CHA KUFANYA UTAFITI

Tafadhali husika na somo tajwa hapo juu.

2. Ofisi ya Mkuu wa Mkoa imepokea barua yenye Kumb. Na. OUT/PG20/1802179 ya tarehe 10 Oktoba, 2022 kutoka kwa Makamu Mkuu wa Chuo Kikuu Huria cha Tanzania.
3. Namtambulisha kwako ndugu, Jackson Majura ambaye ni mwanafunzi wa Shahada ya Uzamili kufanya utafiti kuhusu " *The Influence Working Conditions on Public Primary School Teachers' Motivation in Maswa District Council*". Utafiti huu utafanyika kuanzia tarehe 11 Oktoba hadi 11 Novemba 2022.
4. Kwa barua hii, unaombwa kutoa ushirikiano unaostahili ili kumwezesha mtafiti huyu kukamilisha utafiti kwa wakati.
5. Nakutakia utekelezaji mwema.


M. S. Njanga
Kny: KATIBU TAWALA MKOA
SIMIYU.

CS CamScanner